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ABSTRACT

This study is based on a nationwide survey conducted to determine the status of organized sixth-year programs leading to a degree or certificate. The survey was designed to update information received from two previous studies done in 1957 and 1967. Responses came from 371 of 480 institutions that received questionnaires. Results of the study indicate the following: (a) the number of institutions offering sixth-year degree programs has increased from 18 in 1957, to 46 in 1967, to 114 in 1975; (b) the number of institutions offering sixth-year certificate programs has declined by 14 since 1967; (c) the most common sixth-year degree titles were Specialist in Education or Education or Educational Specialist; (d) the institutions with sixth-year degrees reported 514 majors, representing 75 different fields of study; (e) the most common sixth-year certificate titles were Certificate of Advanced Study or Certificate of Advanced Graduate Study; (f) approximately 8,000 sixth-year certificates have been granted in the last 10 years; (g) the institutions reporting with certificate degrees offered 206 majors in 53 different fields; (h) 92 of 114 institutions preferred degree programs to certificate programs; (i) 91 of 114 institutions rated sixth-year degree programs favorably; and (j) 41 of 61 institutions offering sixth-year certificate programs rated such programs favorably. (Author/JS)

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STATUS OF SIXTH-YEAR PROGRAMS LEADING TO A DEGREE OR CERTIFICATE

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July 1, 1975

I. INTRODUCTION

Sixth-year graduate programs typically require one year of graduate study beyond the Master's degree and lead to a degree, usually to a Specialist degree or some type of institutional certificate, usually a Certificate of Advanced Study. Sixth-year programs were first offered for the preparation of educational administrators and other personnel for the public schools. Today, sixth-year programs are also offered to prepare two-year college teachers and specialists in fields of public health, engineering, library science, and nursing to name a few. Prior to 1950, there were only seven institutions offering sixth-year programs; but by 1975, the number had increased to 175.

Sixth-year programs usually lead to a degree rather than a certificate. These degree programs are intermediate between the Master's and Doctor's degrees and are self-contained programs or degree programs in their own right. The programs are designed for those who need additional preparation beyond the Master's degree, but not the emphasis on research required for the Doctor's degree. These intermediate level sixth-year programs are becoming more widely accepted, and are meeting a real need according to the respondents in this study.

Guidelines and standards for sixth-year programs have been published by the American Association of State Colleges and Universities, the North Central Association of Colleges and Schools, and are part of the "Standards for the Accreditation of Teacher Education" of the National Council for Accreditation of Teacher Education. There are, no doubt, several other professional associations and organizations which also have published standards and guidelines for sixth-year programs.

II. PURPOSE AND METHOD OF STUDY

In 1957 and 1967, the author conducted comprehensive nationwide surveys concerning the status of organized sixth-year programs leading to a degree or certificate.[2] In order to update these two previous studies, questionnaires were sent to the graduate deans of the 329 member institutions of the Council of Graduate Schools in the United States on March 15, 1975. In addition, questionnaires were also sent to the graduate deans of 151 non-CGS institutions which were listed as offering Doctor's or Specialist degrees according to "Report of Credit Given by Educational Institutions," American Association of Collegiate Registrars, 1974. Therefore, a total of 480 questionnaires were mailed. Follow-up questionnaires were sent out during the first week in May. This study is based on the responses from 371 of the 480 institutions which represents a 77% return.

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[2] The author has also conducted several other less formalized studies of sixth-year programs including the status of organized sixth-year programs for preparing junior college teachers in 1970.

One hundred ninety-six of the 371 respondents stated that their institution did not offer either a sixth-year degree program nor a sixth-year certificate program. There are a number of CGS institutions which offer the Master's degree as the highest degree. In addition, a number of the non-CGS institutions listed as offering Doctor's degrees also do not offer sixth-year degree or certificate programs.

The following table gives the number of reporting institutions which offer organized sixth-year programs leading to a degree or certificate as of March, 1975 and the number of institutions offering such programs in 1957, 1964, and 1967.

TABLE I
NUMBER OF INSTITUTIONS OFFERING ORGANIZED
SIXTH-YEAR PROGRAMS LEADING TO A DEGREE OR CERTIFICATE

Year of Study	Offer Degree Program	Offer Certificate Program	Offer Both Degree and Certificate Program	Total Number of Different Institutions
1957	18	29	0	47
1964*	Degree or certificate programs not separated			85
1967	46	77	7	123
1975	114**	61	4	175

*Conducted by Laurence C. Boylan, Kansas State Teachers College, Emporia
**Six institutions which reported programs not considered as sixth-year degree programs by the author were eliminated from this study.

The number of institutions offering organized sixth-year programs leading to a degree or certificate has increased as follows: 1957, 47; 1964, 85; 1967, 123; and 1975, 175.

III. SIXTH-YEAR DEGREE PROGRAMS

In answer to the question - "Does your institution offer a sixth-year program which leads to a degree (e.g., Specialist degree)? ____yes ____no. If yes, please name the degree." —it was found that 120 institutions offered sixth-year programs. However, it was obvious that some of the respondents did not adhere carefully to or overlooked the following statement in the letter accompanying the questionnaire: "This study is being confined to only those sixth-year programs which require at least one year of graduate study beyond the Master's degree, or two years of graduate study beyond the Bachelor's degree and lead to a degree such as the Specialist in Education, Specialist in Science, Education Specialist, Master of Arts in College Teaching, or similar degree... This study is not concerned with two-year Master's degree programs such as the MBA or MFA...." Six institutions which reported doctoral programs, professional Master's degrees such as the MBA or MFA, or seventh-year programs, were eliminated from the study.

It is possible that one or two of the other reported sixth-year programs actually might be fifth-year programs, seventh-year programs, or professional Master's degrees. However, it is assumed that 114 institutions do offer sixth-year programs leading to a degree.

A. Sixth-Year Degree Titles and Degrees Granted

It should be pointed out that several institutions offered more than one degree title. The most common titles were Specialist in Education degree, 55; Education or Educational Specialist degree, 27; Specialist degree, 6; and Specialist in _____ degree, 15. Some other titles included Master of Philosophy in College Teaching degree, Associate in Philosophy degree, Advanced Master of Arts degree, and Engineer's degree.

It is significant to note that the number of institutions offering organized sixth-year programs leading to a degree has increased from 46 in 1967 to 114 in 1975. Of the 114 institutions reported in the table on the preceeding page, 72 are doctoral degree granting institutions.

Since 109 of the 480 institutions did not return the questionnaire, it would be safe to assume that there are several other institutions which offer an organized sixth-year program leading to a degree. In fact, several of the non-responding institutions do offer sixth-year degree programs according to the NCA Summer Quarterly of 1974.

In response to the question - "Approximately how many sixth-year degrees has your institution granted in the last ten years? ____" —it was found that the responding institutions had granted a total of 15,256 sixth-year degrees. This is a significant number of degrees granted during a 10 year period.

B. Fields of Study Leading to a Sixth-Year Degree

The 114 reporting institutions offered majors or areas of specialization in 514 fields of study at the sixth-year level leading to a degree. The range was from one field of study to 26 fields of study.[1] However, an analysis of the 514 fields of study revealed only 75 separate and distinct majors or areas of specialization; that is, a number of the reporting institutions offered the same majors as other institutions. For example, 12 institutions offered a major in English or literature and 107 institutions offered a major in some field of educational administration and/or supervision.

Sixth-year degree programs offered in the 1950's and early 1960's were in the great majority of cases offered in fields of education such as administration, supervision, guidance and counseling, reading, etc. However, since the middle 1960's an increasing number of programs have been developed to prepare non-public school personnel. A number of institutions have developed programs of study which prepare two-year college teachers in subject matter fields. In addition, other newer fields of study include health science, counseling psychology, public services, clinical psychology, religion, engineering, vocational technology, and library science to name a few. A graduate dean stated, "It (the sixth-year degree program) offers the student an opportunity to advance his profession (engineering) with the curriculum equivalent to a Ph.D. without spending the additional time required for the dissertation. Many levels of industry require the knowledge but not the degree (doctorate)." A dean of a theological seminary reported there was a legitimate place for sixth-year programs when he stated, "It provides for specialized study for those who do not desire or do not qualify for doctoral studies."

[1]The terms major, field of study, and field of specialization have the same meaning throughout this study.

In analyzing the fields of study being offered, they were broken down into three major categories as follows: subject matter or academic fields including the humanities, sciences, and arts; other fields of study including service fields, and fields of education. In some cases it was difficult to decide how a field of study or major should be categorized and the author had to rely on his judgment. Six of the 114 institutions did not list the major fields of study.

There were 77 majors being offered in subject matter or academic fields which represented 25 different fields of study. The majors being offered and the frequency were as follows: English and literature, 12; mathematics, 10; biology, 7; social studies or social science, 7; music, 6; history, 5; physics, 3; chemistry, 3; speech and/or theatre, 3; art, 3; sociology, 2; language, 2; humanities, 2; anthropology, 1; French, 1; foreign language, 1; Spanish, 1; romance languages, 1; political science, 1; creative writing, 1; psychology, 1; natural science, 1; philosophy, 1; interdepartmental, 1; and junior college teaching, 1.

There were 46 majors being offered in other fields of study and service fields which represented 19 different majors.[1] The 19 different majors being offered and their frequency were as follows: counseling psychology, 9; engineering, 8; religion, theology, or religious education, 5; vocational technology, 4; personnel services, 3; library science, 3; health science, 2; clinical psychology, 1; public services, 1; home and family life, 1; nursing, 1; recreation, 1; leisure education and gerontology, 1; industrial and labor relations, 1; church music, 1; veterinary medicine, 1; medical science, 1; business administration, 1; and architecture, 1.

There were 391 majors being offered in fields of education which represented 31 different fields of study. The majors being offered and their frequency were as follows: educational administration and/or supervision, 107; guidance and counseling, 57; curriculum and/or instruction, 37; special education, 25; elementary education, 24; secondary education, 23; reading or reading specialist, 22; educational or instructional media, 12; higher education, 10; business education, 9; physical education, 9; industrial education, 8; educational psychology, 7; education, 6; school psychology, 5; early childhood education, 5; adult education, 5; psychometry, 3; foundations of education, 2; teaching specialist, 2; speech pathology and audiology, 2; home economics, 2; developmental studies, 1; agricultural education, 1; research, 1; music education, 1; health education, 1; distributive education, 1; outdoor education, 1; information specialist, 1; and safety education, 1.

TABLE II summarizes the number of fields of study or majors being offered by the 114 institutions and the numbers of different fields of study or majors in accordance with the three major categories.

TABLE II

NUMBER OF FIELDS OF STUDY OR MAJORS AND DIFFERENT FIELDS OF STUDY OR MAJORS LEADING TO A SIXTH-YEAR DEGREE BEING OFFERED BY 114 INSTITUTIONS OF HIGHER EDUCATION

Category	Number of Fields or Majors	Number of Different Fields or Majors
Subject Matter or Academic Fields Including the Humanities, Sciences, and Arts	77	25
Other Fields of Study Including Service Fields	46	19
Fields of Education	391	31
Totals	514	75

[1]Some of these majors probably could have been classified with the humanities, sciences, and arts.

IV. SIXTH-YEAR CERTIFICATE PROGRAMS

In answer to the question - "If your institution does not offer a sixth-year program which leads to a degree, does such program lead to a certificate (e.g., Certificate of Advanced Study)? ____yes ____no. If yes, please give title of certificate." —it was found that 61 institutions offered a sixth-year program leading to an (institutional) certificate. In addition, four of the institutions which offered sixth-year degree programs also offered certificate programs.

It is interesting to note that the number of institutions which offered certificate programs decreased from 77 in 1967 to 61 in 1975. On the other hand, the number of institutions which offered sixth-year degree programs increased from 46 in 1967 to 114 in 1975. (See TABLE I). Of the 61 institutions offering sixth-year certificate programs, 51 were doctoral degree granting institutions. Two of the four institutions which offer sixth-year degree programs and sixth-year certificate programs were doctoral degree granting institutions.

A. Sixth-Year Certificate Titles and Certificates Granted

Several institutions offered more than one certificate title. A variety of different titles were being used; however, the most common titles were as follows: Certificate of Advanced Study, 8; Certificate of Advanced Graduate Study, 4; Certificate of Advanced Study in _____, 3; Educational Specialist Certificate, 3; Sixth-Year Certificate, 3; Sixth-Year Certificate in _____, 3; and Specialist in Education Certificate, 2. Some other titles being used included the following: Sixth-Year Specialist Certificate, Professional Diploma, Advanced Study Diploma, Certificate of Specialization, University Certificate, Educational Specialist Diploma, Professional Certificate, Diploma in Education, and Diploma for Advanced Study. Six institutions did not give the title of their sixth-year certificate program(s).

In response to the question - "Approximately how many sixth-year certificates has your institution granted in the last 10 years?" —it was found that the 65 institutions (61+4) had granted 8,135 sixth-year certificates. The institutions which granted sixth-year degree programs had granted 15,256 sixth-year degrees in the last 10 years. This makes a total of 23,391 sixth-year degrees and sixth-year certificates granted in the last 10 years.

B. Fields of Study Leading to a Sixth-Year Certificate

The 61 institutions which reported offering certificate programs at the sixth-year level plus the 4 institutions which offered both degree and certificate programs offered a total of 206 majors or fields of study. While the 65 institutions reported offered a total of 206 majors or fields of study, an analysis of the offerings showed that there were only 53 different majors or fields of study. In analyzing the different fields of study being offered, it was again difficult at times to know how to classify an area or field of study. In addition, several institutions reported that majors were offered in fields of education but did not identify the fields. The typical institution offered only two or three fields of study; however, one institution offered 21 different fields of study. Several institutions did not list the fields of study being offered.

There were 18 majors or fields of study being offered in subject matter fields in the humanities, sciences, and arts which represented 16 different fields of study. The 16 different majors or fields of study being offered on these certificate programs and their frequency were as follows: music, 2; history, 2;

Byzantine studies, 1; liberal arts, 1; speech, 1; sociology, 1; economics, 1; political science, 1; physics, 1; mathematics, 1; geology, 1; geography, 1; English, 1; chemistry, 1; anthropology, 1; and biology, 1.

There were 22 majors or fields of study being offered in the category of other fields of study and service areas which represented 7 different fields of study. These 7 different majors or fields of study and their frequency were as follows: counseling psychology, 8; library science, 7; health or health science, 3; nursing, 1; architecture, 1; business, 1; and conservation of historical and artistic works, 1.

There were 166 majors or fields of study being offered in the category of fields of education which represented 30 different majors or fields of study. These 30 different majors or fields of study and their frequency were as follows: educational administration and/or supervision, 50; guidance and counseling, 29; curriculum and instruction, 9; reading or reading specialist, 8; educational research, 8; secondary education, 7; education, 6; industrial education or vocational technology 5; special education, 4; elementary education, 4; educational or instructional media, 4; foundations of education, 4; physical education, 4; school psychology, 3; urban education, 2; educational psychology, 2; adult or community education, 2; measurement and statistics, 2; early childhood education, 2; educational specialties, 1; higher education, 1; instructional communications, 1; business education, 1; teaching, 1; human development education, 1; instructional technology, 1; education sociology, 1; bilingual/ cross cultural education, 1; mathematics education, 1; and music education, 1.

TABLE III summarizes the number of fields of study or majors being offered by the 65 institutions (61+4) which offer sixth-year certificate programs and the number of different fields of study or majors in accordance with the three categories.

TABLE III
NUMBER OF FIELDS OF STUDY OR MAJORS AND DIFFERENT FIELDS OF STUDY OR MAJORS LEADING TO A SIXTH-YEAR CERTIFICATE BEING OFFERED BY 65 INSTITUTIONS OF HIGHER EDUCATION*

Category	Number of Fields or Majors Being Offered	Number of Different Fields of Majors Being Offered
Subject Matter or Academic Fields Including the Humanities, Sciences and Arts	18	16
Other Fields of Study Including Service Fields	22	7
Fields of Education	166	30
Totals	206	53

*Includes 4 institutions which offer both sixth-year degree programs and a certificate program

The 65 institutions offered a total of 206 fields of study or majors which

represented 53 different fields of study. One hundred sixty-six majors were offered in 30 different fields of education; 18 majors or fields of study were offered in 16 different subject or academic fields including the humanities, sciences, and arts; and 22 majors were being offered in 7 other different fields of study including service fields. While more sixth-year degree and certificate programs are offered in fields of education, sixth-year certificate programs tend to be offered more frequently in fields of education than sixth-year degree programs.

V. NEED FOR SIXTH-YEAR PROGRAMS

TABLE IV gives the responses to the question - "Do you think there is a legitimate place in graduate education for sixth-year programs of study leading to a degree or certificate? ___yes ___no. Please explain."

The respondents to the questionnaires used in this study included graduate deans; associate graduate deans; assistant graduate deans; deans of schools, departments, or colleges of education; and a variety of other academic administrators.

TABLE IV
RESPONSES TO THE QUESTION RELATIVE
TO THE LEGITIMACY OF A PLACE IN
GRADUATE EDUCATION FOR SIXTH-YEAR PROGRAMS

Response	Institutional Classification			Totals (371)
	Offer Sixth-Year Degree Programs (114)*	Offer Sixth-Year Certificate Programs (61)	Do Not Offer Sixth-Year Degree or Certificate Programs (196)**	
Yes	103	51	84	238
No	2	2	26	30
Uncertain	3	1	28	32
No Response	6	7	58	71
Totals	114	61	196	371

*Includes the 4 institutions which offer both sixth-year degree and sixth-year certificate programs
**Includes 5 institutions planning to offer sixth-year degree programs

Two hundred thirty-eight of the 371 respondents were of the opinion that there was a legitimate place in graduate education for sixth-year programs leading to a degree or certificate, 30 responded that there was not a legitimate place in graduate education for sixth-year programs leading to a degree or certificate,

32 were uncertain, and 71 did not respond to the question. If the 71 "no responses" are eliminated, 79% were of the opinion that there is a legitimate place in graduate education for sixth-year programs leading to a degree or certificate, 10% were of the opinion that there was not a legitimate place for such programs, and 10% were uncertain. Eliminating the 6 that did not respond, 95% of those institutions offering sixth-year degree programs were of the opinion that there was a legitimate place for sixth-year degree programs in graduate education. Eliminating the 7 that did not respond, 94% of those institutions offering sixth-year certificate programs were of the opinion that there was a legitimate place for sixth-year certificate programs in graduate education.

Comments relative to the need for sixth-year degree programs centered about the following: a degree program is needed by practitioners and professionals who need more preparation than a Master's degree but less preparation than required by the doctorate, in many fields a Master's degree is no longer sufficient preparation, a way to recognize a structured year beyond the Master's, students need advanced study for professional growth, provides a degree program for those who want to teach in junior colleges and serve in roles as educational administrators, there is a need for an intermediate professional degree, highly practical for many professional people, course work almost same as Ph.D.—but less emphasis on original research, continuous need for advanced professional education, and there is a need and demand for it.

Comments relative to the need for sixth-year certificate programs centered about the following: provides a planned program for those who wish and/or need additional study short of the doctorate, the professional diploma provides the student the necessary knowledge for fields which do not require a doctorate dissertation, very important to meet personal needs of students and to meet the need for State Department of Education certification requirements, useful for self and career improvement, not enough specialization possible in a 32 hour Master's degree, and certain fields of study appear to warrant formal recognition above the Master's level but below the doctoral level.

The few negative comments which were made by the 30 institutions in the study which responded "no" centered about the following: little acceptance of such a degree in our state, present graduate degrees spectrum is adequate, weakens academic programs by making schools more of certifying institutions than they already are, we see no need for another degree at our institution, not in our size college, outside of education the degree has limited acceptance, our regular graduate degree gives adequate flexibility, such a degree is not needed at our institution, and graduate degrees should include advanced study and research.

VI. PREFERENCE FOR SIXTH-YEAR DEGREE PROGRAM OR SIXTH-YEAR CERTIFICATE PROGRAM

TABLE V gives the responses to the question - "Which would you prefer: a sixth-year program leading to a degree ____, or a sixth-year program leading to a certificate ____?"

TABLE V
RESPONSES TO THE QUESTION RELATIVE
TO THE PREFERENCE FOR A SIXTH-YEAR
PROGRAM LEADING TO A DEGREE OR A CERTIFICATE

Response	Institutional Classification			Totals (371)
	Offer Sixth-Year Degree Programs (114)*	Offer Sixth-Year Certificate Programs (61)	Do Not Offer Sixth-Year Degree or Certificate Programs (196)**	
Prefer Degree Program	92	15	41	148
Prefer Certificate Program	9	32	28	69
Neither	—	1	—	1
Depends on Program	2	—	1	3
No Preference	2	2	6	10
No Response	9	11	120	140
Totals	114	61	196	371

*Includes 4 institutions which offer both sixth-year degree and sixth-year certificate programs
**Includes 5 institutions planning to offer sixth-year degree programs

An analysis of the foregoing table shows that 92 out of the 114 institutions which offer sixth-year degree programs prefer sixth-year degree programs to sixth-year certificate programs, and 32 of the 61 institutions which offer sixth-year certificate programs prefer sixth-year certificate programs to sixth-year degree programs.

A breakdown of the responses from the 371 institutions, eliminating the 140 institutions which did not respond to the question, dealing with their preference for a sixth-year program or a sixth-year certificate program showed that 148 or 64% preferred a sixth-year degree program, 69 or 30% preferred a sixth-year

certificate program, 10 or 4% had no preference, 3 or 1% stated it depends on the program, and 1 respondent stated he didn't like either. It is evident that the respondents as a whole favored sixth-year degree programs rather than sixth-year certificate programs.

VII. GENERAL ASSESSMENT OF SIXTH-YEAR PROGRAMS

TABLE VI gives the responses to the question - "What is your general assessment of sixth-year degree or certificate programs?"

TABLE VI
GENERAL ASSESSMENT OF SIXTH-YEAR
PROGRAMS LEADING TO A DEGREE OR CERTIFICATE

	Institutional Classification			
Responses	Offer Sixth-Year Degree Programs (114)*	Offer Sixth-Year Certificate Programs (61)	Do Not Offer Sixth-Year Degree or Certificate Programs (196)**	Totals (371)
Very Favorable	38	12	8	58
Favorable	53	32	35	120
Neutral or No Opinion	2	1	21	24
Unfavorable	7	3	24	34
Very Unfavorable	-	1	3	4
Uncertain, No Basis for Judgment	4	1	22	27
No Program	-	-	21	21
No Response	10	11	62	83
Totals	114	61	196***	371

*Includes 4 institutions which offer both sixth-year degree and certificate programs
**Includes 5 institutions planning to offer sixth-year degree programs
***While none of the 196 institutions in this column offer sixth-year degree programs or sixth-year certificate programs, 91 respondents expressed their opinions relative to such programs.

In analyzing the responses relative to the general assessment of sixth-year degree and certificate programs, the author was faced, in some cases, with the problem of knowing how to categorize a response. The following types of responses

were considered as very favorable: an excellent degree, greatly needed programs, high quality, highly successful, there is a real need for such programs, and our program is very effective. The following types of responses were considered as favorable: a good program needed for those who don't want a doctorate, provide needed advanced programs for school administrators, offers professional people with needed extra training, and there is a place for these programs. The following types of responses were considered as neutral or no opinion: probably OK, don't understand sixth-year programs, I am neither for or against, and no opinion at this time. The following kinds of responses were considered as unfavorable: present degree spectrum is adequate, sixth-year programs are consolation prizes for unsuccessful doctorate candidates, and we don't need any new or more degrees at this time. The following kinds of responses were considered as very unfavorable: I deplore them, a lost cause, and they are second rate or poor programs.

It should also be pointed out that 91 respondents of the 196 institutions which do not offer sixth-year degree or certificate programs expressed opinions relative to sixth-year degree programs and sixth-year certificate programs ranged from very favorable to very unfavorable. The remaining 105 institutions which did not offer sixth-year degree programs or certificate programs responded with uncertain, no basis for judgment, no program, or did not respond at all.

An analysis of TABLE VI shows that 91 of the 114 institutions which offered sixth-year degree programs rated them in a favorable or very favorable manner. Forty-four of the 61 institutions which offer sixth-year certificate programs rated them in a favorable or very favorable manner. It is obvious that the great majority of the institutions which offer sixth-year degree or certificate programs are in general well satisfied with these programs. It is also interesting to note that 43 of the 196 institutions which did not offer sixth-year degree programs or certificate programs rated such programs in a favorable or very favorable manner, and only 27 of these 196 institutions rated sixth-year degree and certificate programs in an unfavorable or very unfavorable manner.

VIII. BRIEF SUMMARY OF FINDINGS

A. The number of institutions offering sixth-year degree programs has increased from 18 in 1957, to 46 in 1967, and to 114 in 1975. This could be considered a significant growth in the number of institutions offering sixth-year degree programs.

B. The number of institutions offering sixth-year certificate programs increased from 29 in 1957 to 77 in 1967, but declined to 61 in 1975. The number of institutions offering sixth-year certificate programs has declined by 14 since 1967.

C. The decline in the number of institutions offering sixth-year certificate programs and the increase of the number of institutions offering sixth-year degree programs may be due to a number of factors. However, since sixth-year degree programs are, in the author's opinion, generally superior to sixth-year certificate programs, this may be the major reason for the change to sixth-year degree programs. In the author's 1967 study, it was found that when a sixth-year program led to a degree rather than a certificate, it was a stronger program. Degree programs are more likely to require: (1) the student have a committee; (2) preliminary oral and/or written examinations; (3) a thesis, research paper, or field study; and, (4) final written and/or oral examinations. Certificate programs were more likely to be designed to meet state certificate requirements and therefore, did not provide the flexibility needed to meeting student's specific needs. Degree programs are

also more likely to be organized around a central theme or field of specialization while certificate programs are more likely to be a collection of courses. It is also true that degree programs are more prestigious and generally are more acceptable to students and employing officials than certificate programs.

D. The most commonly used sixth-year degree titles were Specialist in Education or Education or Educational Specialist. Approximately 15,000 sixth-year degrees have been granted in the last 10 years. The 114 institutions which reported offering sixth-year degree programs were offering a total of 514 majors which represented 75 different fields of study. The number of majors being offered outside the field of education is on the increase.

E. The most commonly used sixth-year certificate titles were Certificate of Advanced Study or Certificate of Advanced Graduate Study. Approximately 8,000 sixth-year certificates have been granted in the last 10 years. The 61 institutions which reported offering sixth-year certificate programs plus the 4 institutions which reported offering both degree and certificate programs were offering 206 majors which represented 53 different fields of study.

F. One hundred three of the 114 institutions which reported offering sixth-year degree programs were of the opinion that there was a legitimate place in graduate education for such programs and 51 of the 61 institutions offering sixth-year certificate programs were also of the opinion that there is a legitimate place in graduate education for sixth-year certificate programs. Eighty-four of the 196 institutions which did not offer either sixth-year degree or certificate programs were also of the opinion that there was a legitimate place for such programs in graduate education.

G. Ninety-two of the 114 institutions which offer sixth-year degree programs prefer degree programs to sixth-year certificate programs. Thirty-two of the 61 institutions which offer sixth-year certificate programs prefer such programs to sixth-year degree programs.

H. Ninety-one of the 114 institutions which offered sixth-year degree programs rated such programs in a favorable or very favorable manner. Forty-four of the 61 institutions offering sixth-year certificate programs rated such programs in a favorable or very favorable manner. Only 27 of the 196 institutions which did not offer sixth-year degree programs or sixth-year certificate programs rated such programs in an unfavorable or very unfavorable manner.

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